

MICHIGAN-CANADA CONNECTIONS

Note to teachers: This supplement includes a discussion guide, lessons and Michigan Content Standards to use with the Michigan Time Traveler page published November 13, 2002, in the *Lansing State Journal*. You may reproduce the pages in this supplement to use with students.

DISCUSSION GUIDE

(SOC.1.1. *Time and Chronology*; SOC.1.2. *Understanding the Past*; SOC 1.3. *Analyze and Interpret the Past*; SOC II.1,2,4. *Geographic Perspective*; ELA.1. *Meaning and Communication in Context*)

- **Michigan's French-Canadian Heritage.** Who first used the word Canada? (Jacques Cartier) What did he name "Canada?" (today's St. Lawrence River and Quebec City) Name two explorers who reached the Great Lakes region. How far did each get? (Champlain: L. Huron; Brule: Sault Ste. Marie) Who first claimed the area that is now Michigan: France, Great Britain, or the U.S.? (France) Second? (G. Britain) After the explorers, why did French Canadians come to Michigan? (to work in mining and logging industries)
- **Boundaries and Borders.** Find the 49th parallel on a map of North America. Between what two places does the U.S.-Canada border follow it in the west? (from just north of Blaine, WA, to north of Warroad, MN) Which two Canada provinces meet where the boundary leaves the parallel at its eastern end?: (Manitoba and Ontario) What natural landscape features does the boundary follow in the east? (Pigeon River; the center of Lakes Superior, Huron, Erie and Ontario and the Detroit River; St. Lawrence River; the edges of mountain ranges in Vermont, New Hampshire, Maine) Name the states that share borders with Canada. Use the map's scale to determine the three states that follow Alaska and Michigan in the length of the border that they share with Canada. (Maine: 611 miles; Minnesota, 547 miles; Montana, 545 miles) Which Canadian province has the longest border with the U.S.? (Ontario, 1,715 miles)
- **Boats, Tunnels and Bridges.** How did people go between Michigan and Canada before bridges and tunnels? (boats) Name the tunnels and bridges that connect Michigan with Canada. In what ways did the two nations cooperate to build these structures? (agreements, working together on plans, providing money and construction firms)
- **Things to Do.** Find and discuss newspaper articles about the topics suggested in "Things to Do" and about other news that affects both nations. Make a "Canada Connections" bulletin board display of the articles.

VOCABULARY

Ancestor: person from whom a person is descended
(usually someone further back than a grandparent)

Immigrant: a person who comes to a country to live there

Border: the lawful edge or frontier of a nation

Boundary: a separating line

Treaty: a contract in writing between two or more nations,
signed by authorized representatives and usually ratified
by their governments

ACTIVITY ONE: Make a Michigan Crossings Time Line

(SOC.1.1. *Time and Chronology*; SOC.1.2. *Understanding the Past*; SOC V.1. *Information Processing*)

After reading "Boats, Tunnels and Bridges," make a time line of posters for each of Michigan's international tunnels and bridges to display in the classroom. Divide students into small groups and assign one structure to each. Have students illustrate their poster with the structure's name, drawings or pictures of the structure and a list of facts about it such as the date built, length, number of vehicles carried daily or yearly. Use an encyclopedia or books available in the library or the Web to locate data. Have each group report its discoveries about the structure to the class as they hang their posters in chronological order around the classroom.

ACTIVITY TWO: Discover Canada.

(SOC. II.1 Diversity of People, Places, and Cultures; SOC II.4. Regions, Patterns, and Processes)

Have students discover facts about Canada using reference books and the Web. Distribute copies of the handout (page 3) for their answers. After checking the activity as a group, ask if they found any other facts about the U.S. or Canada that they would like to share. Write these on the board and note comparable information for the other country for each.

ANSWERS:



U.S. 1. ; 2. President; 3. Congress; 4. *The Star Spangled Banner*; 5. Independence Day, July 4; 6. U.S. Dollar; 7. Washington, DC; 8. New York City; 9. Missouri River (about 2,500 miles) (The Mississippi at 2,348 miles has the largest watershed.); 10. Fifty states and one district



CANADA: 1. ; 2. Prime Minister; 3. Parliament; 4. *O Canada*; 5. Canada Day, July 1, 6. Canadian Dollar; 7. Ottawa; 8. Montreal; 9. Mackenzie (4,241 km) (The St. Lawrence at 3,058 km has the largest streamflow discharge.); 10. Nine provinces

ACTIVITY THREE: Explore a Historical Map

(SOC. I.2. Understanding the Past; SOC II.1. Diversity of People, Places, and Cultures)

Distribute copies of the “Explore a Historical Map” handout (page 4). (Use magnifying glasses from the science class supplies to make this exercise easier.) Have a wall map of the United States available for comparisons.

Remind students that the map was made in 1722. Talk about what this means: the American Revolution will not occur until 1776. Few people from the original colonies have traveled west of the Allegheny Mountains. The Spanish hold what is now the state of Florida. The French claimed the Mississippi River and the land along its banks in 1682 and founded New Orleans in 1718.

Direct discussion with these questions:

1. Identify the Great Lakes. How many are shown? (lower sections of four Great Lakes)
2. What name is given to Lake Michigan? Who are the “Illinois?” (Native Americans) Find the label for the nation of *Les Illinois*. What state is in this area today and how do we spell its name? (Illinois)
3. Find Lake Champlain on this map and on a modern map. If you wanted to portage (carry) your canoe from Lake Champlain to Lake Ontario, would the 1722 map give you an honest indication of the distance?
4. Who lived in the places labeled “*Village des...*” (Native Americans)
5. Find where the mapmaker placed these Indian nations: Iroquois, Sioux, *Renards* (Foxes), *Ofages* (Osage), *Panis* (Pawnee).
6. The French established *F. St. Louis*. Find it on the map. What do you think the “F” stands for? (fort) What city is it today? (St. Louis)
7. Identify the colonies and areas that the mapmaker placed along the Atlantic coast. (*Nouvelle Angleterre* [New England], New York, New Jersey, Pennsylvania, Maryland, Virginia, Carolina)
8. How is Detroit identified? (as *le Detroit*, which means “the strait”) Where is the strait? (today’s Detroit River, between Lake St. Clair and Lake Erie)
9. Compare the map to a modern map and identify as many of the rivers as you can.
10. What other differences can you find between this 1722 map and today’s map? The mapmaker had no cameras, satellites or computers. He relied on drawings and descriptions made by persons who explored or—in some cases had only been told about—these areas. Knowing this, do you think he made a useful map? Why or why not?

RESOURCES

Between Friends/Entre Amis United States – Canadian Border
<http://humanities-interactive.org/canadianborder/canadianborder.htm>

International Boundary Commission
<http://www.internationalboundarycommission.org/>

2001 Census, Statistics Canada
<http://www.statcan.ca/start.html>

Canadian Museum of Civilization
<http://www.civilization.ca/indexe.asp>

The Atlas of Canada
<http://atlas.gc.ca/site/english/index.html>

Bridges, Borders and Ferries, MI Dept. of Transportation
<http://www.michigan.gov/mdot/0,1607,7-151-9618---,00.html>

Discover Canada

Do you know as much about our neighbor Canada as you do about the United States? Fill in the blanks in the table with facts you already know, then look up the other information.

	United States	Canada
1. Flag (draw a picture)		
2. Title of the chief of state		
3. Name of the legislative body		
4. Title of the national anthem		
5. National patriotic holiday		
6. Base unit of money		
7. Capital city		
8. Largest city		
9. Longest river		
10. Number of states/provinces		

Explore a Historical Map

This is a section of the *Carte du Mexique et de la Floride* (Map of Mexico and of Florida) by Guillaume de L'Isle. He published the map in 1722.

